

University of Minnesota

Minnesota's Teachers of Color

Increasing Representation Across the Pipeline

Andrea Breen, Melissa Bear, Carly Minster, Jennifer Sanchez & Carl Schlueter

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Report of the working team for the Education Policy Capstone at the Humphrey School of Public Affairs in collaboration with Minnesota Education Equity Partnership

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Executive Summary

Report Purpose

Within the structure of the University of Minnesota's Humphrey School of Public Affairs Capstone Project, a team of five students consulted for the Minnesota Education Equity Partnership (MnEEP). This report outlines the findings and recommendations that address the issue of the underrepresentation of teachers of color in the state of Minnesota. The findings were derived from accumulating relevant national and Minnesota research on the issue, framing the components for analysis and determining emergent themes from analysis.

The purposes of the project, agreed to by the team and MnEEP are as follows:

- A national scan of policies and programs aimed at increasing the teacher of color population and recommendations for Minnesota given the contextual analysis
- An analysis of U.S. policy efforts to address teaching and equity, and implications for Minnesota's teacher of color population
- A scan of research on current Minnesota efforts to build the teacher of color and American Indian teacher population

Key Findings

Emergent Themes

Through the framed analysis, the following themes became relevant to success of programs and legislation interwoven through all steps of the Teacher of Color Pipeline from recruitment to induction and finally retention.

- *Mentoring*: A system-wide model of targeted support for candidates and teachers of color requires an ongoing cycle of mentoring roles and responsibilities at all levels and stages of teaching.
- *Funding*: Candidates succeed with financial assistance throughout the process from training of new teachers through retention of master teachers. These financial supports serve to incentivize teacher recruitment and reward long-term commitment.
- *Collaborating*: With the expansive field of stakeholders and specialized programming, successful models communicate and partner across sections of the pipeline to interrelate needs and align interventions and thereby establish a holistic network that is accountable to itself.

Barriers to Address

In developing strategic recommendations for this report, the team notes there are significant barriers that will need to be addressed.

- *Data Tracking*: A collaborative model with a sustainable focus requires publicly shared data on recruitment, induction, and retention to gauge programmatic impacts and responses to environmental shifts in Minnesota's teachers of color population geographically and demographically.
- *Alternative Pathways*: Candidates face barriers and a lack of support to entrance into the pipeline at a range of access points both inside and outside of the education sector.

- *Deficiencies in the Pipeline:* Candidates and teachers are lost between programs and multiple efforts target similar intervention points. Redundancies and gaps throughout the pipeline require communication and collaboration in and across sections to support teachers from recruitment to retention.
- *Inclusion in the Workplace:* Once placed in schools, teachers of color face compounded pressures relating to lack of teaching autonomy and organizational involvement that often cause them to exit the profession. There is the need to foster more inclusive, welcoming, and culturally responsive workplace environments that promote shared decision making.

Legislative Environmental Summary

The 2015 Minnesota Legislative session embarked upon and continued a dialogue of examining teacher preparation and retention via the introduction of a number of bills. Themes from across this report echo within these bills including mentorship, candidate funding, data tracking, alternative pathways and collaboration.

The Omnibus Higher Education Bill included funding for a year-long student teaching pilot that would include mentoring. It also funded loan forgiveness applicable to teachers in shortage areas. It also shifted regulations in teaching licensure that demonstrates commitment to cultural competency. There is an increase in requirements for data sharing as well as regulations that expose students to planning for postsecondary education beginning in 7th grade.

Recommendations

Craft Policy Solutions Across the Teacher Workforce Pipeline

1. Engage existing state task forces to create an action plan addressing an increase in teachers of color and coordinating data collection followed by analysis.
2. Advocate for legislation that mandates reporting of summary statistics on recruitment, retention, graduation rates, and job placement that are broken down by race and ethnicity from all stakeholders to empower the work of the task forces.
3. Advocate for increased legislative funding to extend the impact of current and promising programs as informed by existing reporting structures and the task force collaboration.

Strengthen the Existing Network to Support Alternative Pathways for Teachers

4. Leverage MnEEP's existing network to establish regulations and practices that reduce barriers to entry for teaching licensure including more efficient credit transfers from community and tribal colleges to other higher education institutions.

Develop an Issue Campaign Around the Value of Teacher Mentorship and Induction

5. Collaborate with MnEEP's partners to mandate teacher induction to include multi-year processes consisting of a full year of residency, trained mentors, learning cohorts and culturally responsive training.

Recommend a Policy on Loan Forgiveness to Increase Retention

6. Promote loan forgiveness programs for teachers of color that forgive a prorated percentage based upon years of teaching service starting from year one and going until the loan is completely forgiven.

Introduction

The data are sobering: the teacher workforce is trending to a population of newer teachers who do not stay in the profession, creating instability among schools and students, increasing costs for districts, and resulting in a deficit of experienced professionals to cultivate newer teachers (see Appendix Figure 1). Nationally, more than 30% of new teachers leave during their first three years of teaching and over 50% leave within the next five years (Educators 4 Excellence, 2015, pg. 16). And when comparing turnover rates in 2004-2005 and 2008-2009 school years, teachers of color turnover was 18% and 24% higher, respectively, than white teacher turnover (Ingersoll & May, 2011, pg. 23). In addition, men of color were more likely to leave the teacher workforce than women of color, further reducing the population (Ahmad & Boser, 2014, pg. 15). Among the factors influencing teachers' decisions to leave the profession are a lack of professional and financial supports (MetLife, p. 6). Declines in budgets, training, and time contribute to increased stress and dissatisfaction, resulting in teachers choosing to leave.

MnEEP has established a goal to increase the population of educators of color in Minnesota in an effort to reflect student demographics. With respect to teachers in Minnesota, 28% of our students identify as students of color compared to only 4% of teachers. This varies some by areas of the state, but the numbers do not improve much. Research indicates that an effort to progressively and sustainably increase representative teachers of color will result in higher academic achievement for all Minnesota students. This increase in achievement benefits Minnesota as it increases the state's workforce to compete globally. This push for a competitive edge is necessary for an array of reasons including the aging workforce, the increase in jobs requiring an advanced education, and forecasts indicating students of color are the state's fastest growing segment of the workforce, but currently have the lowest graduation rates (www.education.state.mn.us).

To lead effective, sustainable change toward increasing Minnesota's teachers of color, a number of stakeholders must commit to playing an active partnership role to achieve this goal. Efforts require legislative shifts, cross-sector collaborations, comprehensive programs, shared data practices, and adaptive responses to the evolving educational environment in Minnesota. These efforts include legislative regulatory expansions in teacher preparation program requirements; exposure of students to planning for the profession at a young age; and appropriating funding that provides incentives for teachers of color to stay in the profession. Leaders in this movement will need to engage legislative policymakers, education program personnel, district administration, advocacy organizations, union representation, and community leaders. This engagement is necessary for teachers of color to receive long-term, holistic support. From early recruitment to long-term retention of teachers of color, a holistic pipeline includes adaptable resources that meet teachers' needs at each stage of their development.

This report outlines the findings and recommendations made in response to the issue of underrepresentation of teachers of color in Minnesota. The analysis of this problem forms around a pipeline of policies and programs spanning three sections: candidate recruitment, effective induction, and long-term retention of teachers of color. This report identifies limits and opportunities both within each section as well as across the entire pipeline.

Methodology

A key assumption made by the team was that if an initiative met all three of the evaluative criteria, it was deemed exemplary and evidence-based, and therefore deserving of serious consideration. Any such initiative would necessitate collaboration as well as modification to make certain it takes into account Minnesota's specific population and environment before being replicated and grown. The three criteria were then applied to the context, legislation, and program research in each of the three sections of the

pipeline. Only those that met two or all of the criteria were listed in the main body of the report, unless an exceptionally unique element or opportunity was recognized. Other programs with promising qualities are listed in the appendix for additional consideration. The recruitment, induction, and retention sections comprise the primary analysis of the report and the key findings in these sections were used to derive the recommendations. As a networked organization, MnEEP is well-positioned to create opportunities for collaboration that bring together diverse groups with both competing and common interests, and assert strategic influence at pivotal points of intersection between critical systems and sectors of society. The recommendations themselves were fashioned to be feasible and implementable based upon the organizational capacity, unique assets, and particular access MnEEP can leverage in Minnesota, given the current political and economic environment at the state level and the recent public discourse surrounding challenges and opportunities for teachers of color.

The three objectives previously listed informed the research collected for this project. Over the course of the project, both inductive and deductive logic were used to determine sources and make decisions about what information was pertinent. The first step was a general scan of federal programs and legislation, programs and legislation in other states, and programs and legislation in the state of Minnesota. The scope was then narrowed to research related principally to teacher workforce development and the role of higher education. This decision was made in order to align with MnEEP's goal that Minnesota educators reflect student demographics. All research presented in this report is from secondary sources. Most of the resources consist of academic literature, legislative documents, state agency reports, research conducted by private foundations and think tanks, and information obtained from the websites of higher education institutions and nonprofit organizations.

Midway through the project, Educators 4 Excellence Minnesota (E4E) published a report with research and findings very similar to the requirements of this project. MnEEP provided a copy of the report and requested that it be incorporated into the project. MnEEP directed the team to identify recommendations in the report that could be further or more finely developed. After reading the report and arranging a conference call with E4E staff, the team realized there was much overlap in research and findings and agreed to include E4E's report as a source (E4E Conference Call, 2015). One of the most impressionable effects of the E4E report on the project was how the authors constructed the teacher workforce pipeline into three sections comprised of recruitment, induction, and retention. The team, however, prepared the interpretation, analysis, as well as the corresponding visuals which follow in this report. The focus on teacher workforce development and higher education teacher preparation programs, was a natural fit for the construct of a pipeline consisting of the three aforementioned sections: recruitment, induction, and retention.

Within each of the recruitment, induction, and retention sections of the pipeline, a comprehensive analysis was done according to three subcategories: setting the context for the section, tracking current or proposed legislation, and reviewing existing relevant programs.

Table 1: Pipeline Methodology

Pipeline Section	Definition	Key Components
Recruitment	Anything that targets potential teachers before they are actually licensed & placed in a classroom	<ul style="list-style-type: none"> Financial supplements: stipends, scholarships, and loan forgiveness Outreach to students in grades 6-12 to promote teaching as a career Non-traditional pathways to licensure Residencies for professionals already working in an educational setting Prospects for job placement upon receiving licensure Programs that target or serve particular cultural groups
Induction	Any mentoring program, cohort model, or teacher training that occurs within the first three years a teacher is in the classroom	<ul style="list-style-type: none"> Cross-district and cross-institution cohort and residency (student teaching) programs Culturally responsive environments at the district of placement Multi-year mentorship and training
Retention	A long-term commitment to the teaching profession beyond five years	<ul style="list-style-type: none"> Compensation: base salaries, stipends, and bonuses Loan forgiveness and reimbursement Meaningful & systematized cohort support Leadership & mentorship opportunities

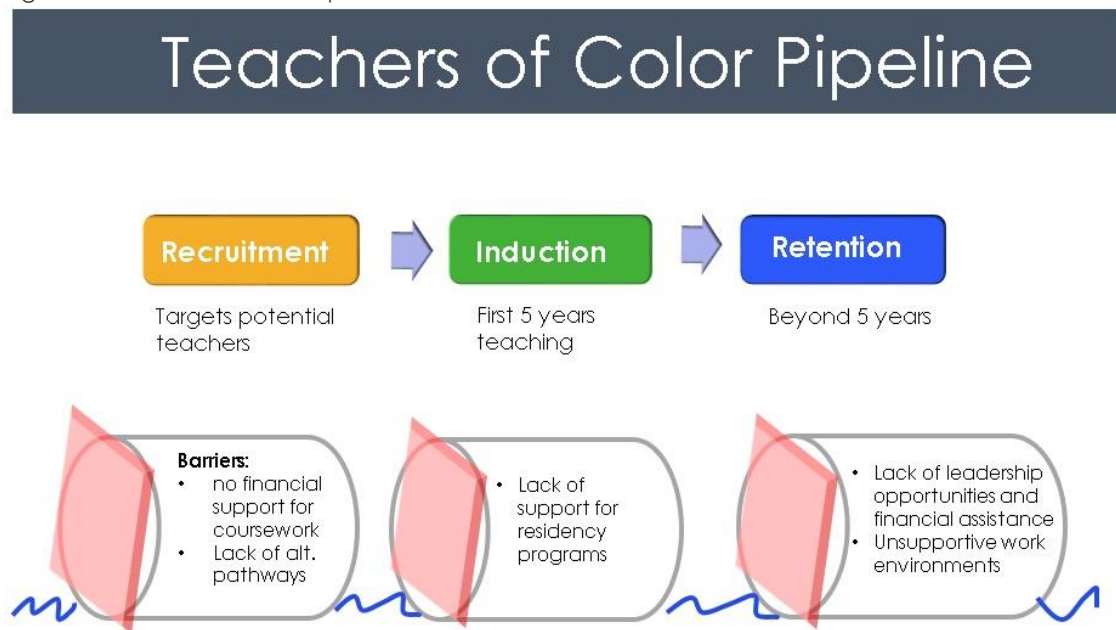
Next, commonly used evaluation criteria were applied to the research supporting the subcategories of context, legislation, and programs that undergird the three pipeline sections which constitute the final report. The original criteria included efficiency, public value, effectiveness, adequacy, equity, sustainability, and feasibility (Bardach, 2011). Criteria were then excluded that could not responsibly or sufficiently be defined due to uncertainties in the Minnesota political and financial landscape and a lack of programmatic data. Many entities receive or lobby to receive funding from the state, and this coupled with neither political party having a majority in both houses makes legislative support and funding uncertain or unlikely for some organizations. Funding even for programs that are established, is never guaranteed. The criteria, defined by the team, were used to filter through all of the research to bring to the surface the relevant context, programs, and legislation that were most important and successful. Criteria determined most relevant are defined below:

- **Equity:** equal access to opportunities, resources, and supports; when necessary, statistical demographic data is used to guarantee accuracy, efficacy, and accountability
- **Feasibility:** sufficient funding and political will for successful implementation; programs would be evaluated based upon the legitimacy of the political support in addition to the backing of specific legislation and the likelihood of critical financial inputs
- **Sustainability:** the capacity to manage in the long term a constant flow along the pipeline in terms of revenue streams and organizational operations; ideally, legislation or programs would span all three pipeline sections to ensure enduring support for teachers

Pipeline Overview

The challenges faced by candidates of color entering, and continuing in the teaching profession start early and loom large. Providing support along the entire pipeline is crucial as we work towards increasing teachers of color to reflect student demographics. Essential components in creating a solid pipeline include: engaging students early, providing college support, financial assistance, mentors and cohorts in addition to leadership opportunities, shifting the culture within schools, and making teaching financially viable. As will be evidenced in this report, the teacher workforce pipeline has several leaks and a few sizable holes.

Figure 1: Teacher of Color Pipeline



Recruitment

What are the challenges that cause fewer students of color to enter the teaching profession?

For many students of color the idea of becoming a teacher is not within their frame of reference. As shown in Figure 2 in Appendix A, the percentage of students of color who make it into the teacher development pipeline is exceedingly low as the initial barriers are significant and the subsequent challenges often overwhelming. Nationally, there are programs and partnerships that are working to make entrance into the teacher pipeline a viable option for candidates of color. Successful programs include a number of key components: candidate recruitment beginning in secondary school, support in the college application process, college mentors and cohorts, loan forgiveness or scholarships, career counseling and job placement support, and alternative licensure for professionals both outside and inside the field of education. In Table 2 below and the paragraphs that follow, are a range of national programs that have been recognized as making an impact on the recruitment and support of candidates of color entering the teaching profession. Table 3 illustrates programs within Minnesota. There are substantial opportunities for expansion of teacher pipeline support in current Minnesota programs.

Table 2: National Programs

Program	Benefits of the Program	Targets Candidates of Color	Secondary School	Collaboration & Job placement	Loan Forgiveness	Induction & Mentors	Evaluation
Today's Students Tomorrow's Teachers	<ul style="list-style-type: none"> Eight year full cycle Designed to support students in every part of the pipeline. 	Specific College entrance exam support for communities of color	Starts in both middle school and high school	<ul style="list-style-type: none"> 23 Colleges 4 states Career counseling and job placement 	50% Tuition support	In high-school and college	Outside evaluators
Call Me MISTER (Mentors Instructing Students Towards Effective Role Models)	<ul style="list-style-type: none"> Student participants are chosen from underrepresented communities 	Ongoing academic support	At risk high-school populations	<ul style="list-style-type: none"> 22 Colleges 5 Community colleges Job placement assistance 	Included	Cohort system	Two outside evaluators
USC Rossier School of Education Latino and Language Minority Teacher Projects (L ² mp)	<ul style="list-style-type: none"> Create a career track for practicing language minority educators Support for the CBEST (Test) 	Latino and Language minorities	No, it is geared to para-professionals	<ul style="list-style-type: none"> Colleges, Unions, Districts and Government agencies 	Included	Cohorts and Faculty Mentors	US Department of Education
Teach for Tomorrow Oakland	<ul style="list-style-type: none"> Partnership with Mayor's office 5 Year commitment to teaching in Oakland 	Oakland low-income and high risk neighborhoods	Both middle and high school	<ul style="list-style-type: none"> Federal, State School districts and private funding 	Scholarships	Guidance in licensure and workplace support	Outside evaluators
The Regional Education Service Center Minority Teacher Recruiting Alliance (RESC MTRA)	<ul style="list-style-type: none"> Receives funding directly from the state legislature 	Sole purpose of the center is to recruit teachers of color	Both middle and high school	<ul style="list-style-type: none"> 6 Education centers and surrounding school districts Connecticut General Assembly 	Scholarships	Yes	Unknown

National Programs

Successful programs such as *Today's Students Tomorrow's Teachers* (TSTT), provide the kinds of ongoing and intensive supports students need to persist in their pursuit of becoming a teacher. Over 75% of TSTT participants are students of color and over 75% are the first in their family to attend college. Minnesota can position itself for participation in this program.

For students of color who make it into the pipeline on their own, enter college and get into the professional field without additional programmatic support, the remaining barriers can still be overwhelming. This is demonstrated by the fact that half of the students of color who enter college never complete their studies and by the number of paraprofessionals that never make it to the front of the class. Programs such as *Call me Mister*, and USC L²mtp, that support students upon arrival at college or in moving from an educational professional into teaching, are an essential part of the pipeline. As is evidenced in all of the programs highlighted, collaboration is critical in developing strong, successful programs with potential to last. Potential teacher candidates of color indicate dissatisfaction with starting salaries, negative experiences with the education system, and an absence of mentors. The financial barriers to becoming a licensed teacher are significant, there is little access to peers from similar racial and ethnic backgrounds, and it is common for teacher candidates to feel isolated and alone.

There are some existing programs that support those already in the education professions. There are a large populations of Hmong, Somali, and Latino bilingual aides presently serving in school districts. These educators are already working within the educational system in assisting roles, and with the right opportunities and supports they could soon be in front of the classroom.

Collaboration is an integral component of the teacher workforce pipeline. Effectively increasing the entry points for teacher candidates of color within and along the different sections of the pipeline necessitates a multi-pronged approach. Programs that coordinate and engage a range of institutions, populations, and efforts will do better.

The role of community colleges reveals an especially large bottleneck in the teacher workforce pipeline. In 2011, 44% of students enrolled in community colleges were students of color, and 38% were the first in their family to attend college--both significantly higher proportions than at four-year colleges and universities (Ahmed & Boser, Pg. 99). There are over 500 community colleges throughout the country that offer two-year Associates degrees in education, but there are no clearly articulated or easily pursued pathways from these programs into four-year colleges or universities. At present, many four-year preparation programs do not accept credit transfers from community colleges or if they do accept transfers it is complicated and can include a financial cost, making it difficult if not impossible for students to continue on the education track. There is a compelling opportunity here to recruit and support these students for teaching careers.

Table 3: Minnesota Programs

Program	Benefits of the Program	Targets Candidates of Color	Secondary School	Collaboration & Job placement	Loan Forgiveness	Induction & Mentors	Evaluation
St. Thomas Collaborative Urban Educator Program (CUE)	Began as an alternative licensure option	Must come from diverse background but not specifically of color. They look at Race, Economics, Ethnicity, Language etc.	Not included, Must have Bachelor's degree	<ul style="list-style-type: none"> Public/private partnership, seems to be just a transfer of funds. MPS and SPPS, collaboration 	Not included	Not included	Not included, Funding is uncertain
Augsburg College East African Program (Funded by CUE)	Only program that focuses on East African community	East African	Not included, Candidates must meet multiple requirements	Not included	Tuition towards licensure but amounts vary	Some mentorship support	Unknown
Concordia University Southeast Asian Teachers Licensure Program	Accelerated post-baccalaureate program for teacher licensure	Southeast Asian	Not included, Targets those who already have a Bachelor's degree and are employed in Minnesota schools	Not included	Limited partial tuition and funding for test books	Not included	Not included
St. Cloud State Paraprofessional Residency Program	Supports candidates in all areas along the pipeline	Students of Color	Not included, Geared towards para-professionals who already have bachelors degree	Bush foundation and St. Cloud school district Potential Job placement.	Not included	Not included	Not included, Very new program

Minnesota Based Programs

Collaborative Urban Educator Program (CUE) at the University of St. Thomas and Augsburg College:

CUE has had demonstrable success graduating over 400 licensees now serving in schools since its inception in the early 1990s. This program is remarkable in part because its graduates have a 76% retention rate in the 125 schools they serve in across Minnesota. Graduates teach in Minnesota for four years. Currently, CUE at St. Thomas is endeavoring to expand, and an increase in funding from the State or Board of Teaching would enable this effort to prepare more than the limited capacity of 25 candidates at a time, as well as offer a more diverse range of licensure options such as Special Education and English as a Second Language (Mortinson, 2014). The CUE dollars received by Augsburg's Education Department fund *Augsburg's East African Program*. Graduates are required to teach in Minnesota for two years. There is no publicly available data on the program's recruitment and retention or how the teachers from the program perform after they graduate, but the program appears promising ("East Program," n.d.).

Concordia's Southeast Asian Teachers is a longstanding program found only at Concordia that is specifically designed for Asian teaching candidates. The program was begun with the intention of serving under-represented groups but is primarily aimed toward the Southeast Asian population in Minnesota. Although the program has been in operation for a long time, there is a lack of information available for the outcomes it produces ("Southeast Asian Teacher Program," n.d.).

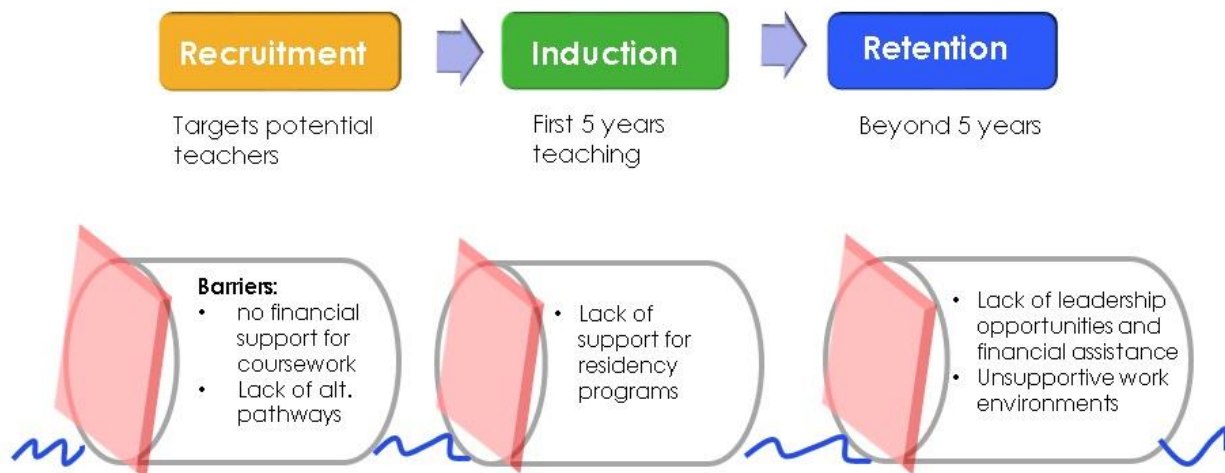
In the *St. Cloud State Paraprofessional Residency Program* students work as teacher assistants or paraprofessionals in the St. Cloud school district while pursuing their teaching degree, and ideally, the district will hire these new teachers upon graduation. The program is sustained by a \$150,000 grant from the Bush Foundation and started as a pilot in 2011. The residency program provides a key component to bridging recruitment and induction in the teacher workforce pipeline ("Diversity in Teaching Grant," 2014).

Minnesota programs have some key components of success: targeting populations of color, providing non-traditional entrance points to becoming a licensed teacher, and support that bridges the gap between recruitment and induction. Several of the national programs mentioned previously have several key components that current Minnesota-based programs could emulate to increase their impact, like the Concordia's Southeast Asian teacher program recruiting middle school students like Today's Students Tomorrow's Teachers does. Another option is to seek out the national programs that have been identified as successful by the team and explore the possibility of chapters being established in Minnesota with adjustments made for Minnesota's unique populations like Hmong and Somali. Many of the Minnesota programs are too new to show demonstrable success and the need for data collection and analysis is very high. The Bush Foundation in particular is heavily investing in teacher workforce development but in order to know what innovations should be replicated, tracking and analysis need to occur.

Legislation

At this time there is no federal legislation focusing on alternative licensure, or teacher preparation programs. There is some recent action in regards to data collection and requirements for teacher preparation programs. In late 2014 President Obama and Education Secretary Arne Duncan proposed requirements for the teacher preparation program accountability system under title II of the Higher Education Act of 1965. (Office of the Federal Register, 12/03/2014.) The conversation has begun, but these changes are hotly contested and will have a long road to actually becoming law.

In Minnesota there are two alternative teacher licensure bills: HF 1347 and HF 2. HF 1347 authored by Fenton, Loon, Nornes and Lohmer has no companion bill in the senate. HF 2 authored by 16 house members passed and was sent to the senate, and the companion bill, SF 473, is now in the senate education committee. This bill deals with clarification of employment conditions and requirements for teachers.



Induction

Why Are We Losing Teachers of Color Faster Than We Can Replace Them?

According to a recent report from E4E Minnesota (2015), the most frequently cited reasons new teachers leave the profession include a lack of support, the wrong types of support, or not feeling effective. New teachers of color face additional obstacles ranging from feelings of isolation resulting from cultural incompetencies in the education environment to challenges in hard-to-staff schools. Teachers of color also report their white colleagues believe they have lower expectations for students of color and are often asked to handle behavioral situations with students and their parents because of their race (Ingersoll, 2015, pg. 16). Having a culturally responsive environment within districts can benefit not only the teachers of color but also the entire school community. Cultural responsiveness should be defined according to Minnesota state law chapter 272, article 1. In addition, the high cost of college and student loans create a financial burden for new teachers.

Research shows that comprehensive induction programs help increase teacher retention, improve teaching quality, and achieve better student outcomes. A comprehensive program involves the following:

- Work with a mentor
- Support from administration
- Participation new teacher seminars
- Common planning time
- Reduced course load
- Assistance from a classroom aide

These program components proved to have a measurable impact; as the likelihood that beginner teachers who benefitted from holistic induction would leave at the end of their first year was less than half that of those who did not have access to a similar induction program (Ingersoll, 2012, pg. 50). Strong partnerships between stakeholders across the pipeline--higher education institutions, school districts, and nonprofit organizations--are essential to induction program success. These collaborations should include a focus on teachers of color as a critical sub-population, and consider cultural competency training as a necessary part of teacher preparation programs.

Legislation

As of the 2010-11 school year, 27 states required some kind of induction or mentoring program for new teachers, but only 11 had multi-year requirements (Goldrick et al, 2012 pg. iv). There are only three states--Connecticut, Delaware and Iowa--that require schools and districts to: 1) provide multi-year induction support to beginning teachers; 2) require teachers to complete an induction program to obtain a professional teaching license; and 3) provide dedicated state induction funding. Research suggests that benefits to teachers and students can only be obtained through multi-year induction programs (Goldrick et al, 2012, pg. 1).

In Minnesota, SF 959, a bill introduced by Senator Clausen was heard by committee. The bill would provide for a pilot program for teacher preparation programs to offer a year-long student teaching experience that includes a mentorship and coaching component instead of the typical experience which lasts a single semester. The bill was amended to include language regarding the year-long student teacher program pilot grants. Under the provision, \$350,000 would be appropriated to MnSCU to award up to two pilot grants to system institutions with a teacher preparation program that would provide a year-long student teaching experience. This bill was recently laid over for possible inclusion in the omnibus bill.

Programs

An existing DOE program, the *Teacher Quality Partnership Grant Program* aims to increase student achievement by improving the quality of new and prospective teachers through enhanced teacher preparation programs. A part of this initiative involves recruiting promising candidates, including persons of color and individuals from other occupations, into the teaching workforce. Some of the major and comparatively newer models of teacher preparation, such as Teacher Residency Programs (TRPs), across the country are funded by this program.

In 2014, 24 applicants were awarded five-year funding awards totaling \$35 million. One requirement of the grant is that admissions goals and priorities are aligned with the hiring objectives of the partnership's high-need district(s), and that candidate selection is likely to broaden and diversify the pool of teachers in the districts served. Early DOE data collected (2014) shows two-year, post-program teachers feel better prepared for 6 of 8 teaching activities, which may improve efficacy. Early retention rates, however, are not different from non-TRP programs (Silva, et al, 2014).

The Teacher Quality Grant Program offers substantial long-term funding to teacher residency programs and emphasizes the need for diversity. To date, no Minnesota grants have been awarded, despite the need illustrated by teacher workforce challenges and the achievement gap among Minnesota students of color. Other potential funding partners include The Dewitt Reader's Digest Fund and the Bush Foundation.

E4E Minnesota recommends district-wide learning cohorts for the first three years of teaching as well as high-quality mentorship programs for new teachers (E4E, 2015, pgs 17-18). This recommendation aligns with findings in this report, but additional opportunities exist for the creation of induction programs that meet the needs of teachers of color in their early years of teaching both professionally (cultural competency support) and financially.

Promising programs across the country that are focused on improving support for new teachers are gaining attention. Many such programs have received funding from the DOE's Teacher Quality Grant Program. These programs emphasize a multi-year approach to induction and often include a variety of supports such as mentors, cohorts, and ongoing professional guidance.

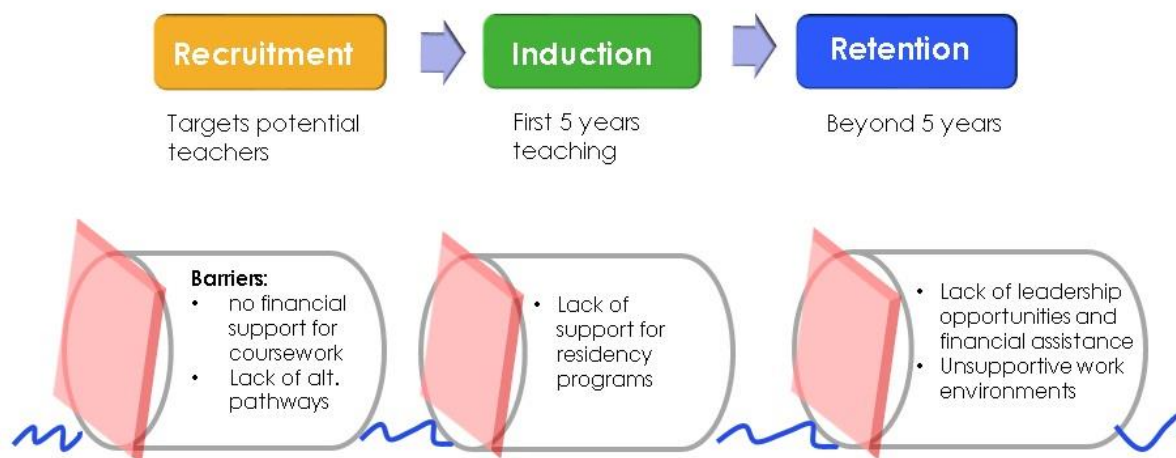
Table 4: Induction Programs

Program	Partnerships	Support	Multi-year/ Stipend	Mentor Training	Evaluation
The New Teacher Center-CA	<ul style="list-style-type: none"> Districts Minnesota Department of Education Other education agencies 	<ul style="list-style-type: none"> Mentors Professionals learning communities Engaged principles Capacity building training for principles 	Included/ Not Included	2-3 year academy or 2 year professional learning	<ul style="list-style-type: none"> Continuous learning approach Research-based tools and protocols
Chicago: Urban Teacher Residency United (UTRU)-IL	<ul style="list-style-type: none"> Districts Higher Education programs 	<ul style="list-style-type: none"> District designed recruitment Mentors Year-long residency in classroom w/masters program Cohorts of learners Post-graduate commitment to serve (3 yr) Post-graduate one-on-one consultation (2 yr) Alumni network 	Included/ Included	Included	UTRU evaluation & some outside organizations, but individual program reports vary
Twin Cities Teacher Collaborative (TC2)-MN	<ul style="list-style-type: none"> Higher Education programs Districts 	<ul style="list-style-type: none"> Mentors (online and face-to-face) Residency co-teaching w/mentor Cohort of learners 	Not Included/ Included- 1 academic year	Included	Unknown (new program)

The New Teacher Center (NTC): NTC in California is a nonprofit that partners with education leaders, school districts, and state policy makers across the country to develop and implement sustainable induction programs in school districts. NTC focuses on programs with well-trained mentors and professional learning communities. The data-driven and continuous learning approach reinforces effectiveness in teaching using research-based tools and protocols. Participants report 92-94% satisfaction rates with what they have learned, with the value of the tools, with the depth of reflection on induction, and with their increased effectiveness. Site administrators report 91% satisfaction with the induction program and 88% satisfaction with the mentoring their new teachers receive (New Teacher Center, 2010).

Chicago: Urban Teacher Residency United (UTRU) is a nonprofit collection of urban teacher residency programs across the country. It began in 2004 to exchange best practices, share programmatic innovations, and promote the concept of residency-based teacher preparation at state and federal government levels. The focus of the programs is work in urban districts with high needs and special attention is given to recruiting target teachers of color (can vary by program). In the 2013-2014 Resident cohort, 34% of residents were people of color. According to UTRU, roughly 50% of all urban public school teachers leave within the first three years. The retention rate for UTRU graduates beyond the first three years is 85%. However, retention data is not broken down by race or ethnicity. One program, the Boston Teacher Residency (BTR) reported that novices who become teachers Boston Public Schools (BPS) are more diverse than other novices who entered BPS through other routes. Roughly half of BTR graduates are teachers of color, compared to only a third of other Boston Public Schools (BPS) novices (48% versus 32%) (Papay, J., 2011, pg. 10).

Twin Cities Teacher Collaborative (TC2): This is a partnership that recruits, prepares, and supports teachers to be effective instructional leaders with a commitment to social justice and a capacity to foster high academic achievement for all students. The current TC2 emphasis is on STEM teachers. TC2 sustains and manages partnerships with Minneapolis Public Schools and St. Paul Public Schools, working to include candidates who are racially diverse, bilingual, and seeking licensure in mathematics and science. The induction program includes a cultural competency component. TC2 includes a consortium of six private institutions of higher education: Augsburg College, Bethel University, Concordia University, Hamline University, St. Catherine University, and the University of St. Thomas. TC2 is funded by multi-year grants from the Bush Foundation of Minnesota and the Department of Education's Transition to Teaching program. The program launched in 2012-2013 and cohort is small at about 12 students. Current success reported is that more than 90% of program graduates found employment the summer after the residency year (TC2, 2015).



Retention

Why are Teachers of Color Leaving the Profession at Higher Rates?

New teacher attrition has increased more than 40% during the last 16 years (NCTAF, 2003, p. 9). Teacher job satisfaction has dropped 15 percent since 2009, from 59% who were very satisfied to 44% who are very satisfied, the lowest level in over 20 years (Metlife, 2011, p. 7). Demographic shifts in absence of requisite training supports destabilizes school culture and impacts student achievement (Metlife, 2007, p. 8). Demographic shifts in absence of requisite training and adequate supports can destabilize school culture and impact student achievement (NCTAF, 2010, pp. 10-12). Moreover, hiring new teachers costs the nation approximately \$7.3 billion annually and consequently compromises available funding for school curriculum, student programming, and staff development (NCTAF, 2007, p. 1).

While a greater number of teachers of color work in urban communities with higher levels of poverty that limit the amount of funding available for schools, and thus for teachers' salaries, organizational conditions such as lack of influence, involvement, and support can outweigh even financial factors for teachers of color (CAP, June 2014, p. 7). Furthermore, all teachers benefit from a working and learning environment that cultivates tolerance, engagement, and trust among personnel. An inclusive and culturally responsive teaching and learning environment can only be cultivated through the intentional integration of diversity training and staff development in the areas of school climate and organizational culture (E4E, February 2015, pp. 20-23). The result of the aforementioned contextual information concerning teacher retention in general and teachers of color in particular point to the following key findings:

1. Only 78% of African-American and of 79% of Hispanic-American teachers stayed teaching in the same school compared to 85% of White teachers (NCES, 2014, p. 7).
2. Only 37% of African American teachers and 42% of Hispanic American teachers are satisfied with their salaries in contrast to 52% of White teachers (CAP, 2011, p. 2).
3. Only 70% of African American Teachers and are satisfied with the way their school is managed compared to 78% of White Teachers nationally (CAP, 2011, p. 3).

At a state level and with a specific focus on teachers of color, the 2014 Oregon Teacher Minority Act Report includes a scorecard developed by its Educator Equity Advisory Group. The scorecard assists the EEAG in identifying "the deeper and more pervasive factors that influence the recruitment, preparation, and retention of culturally and linguistically diverse educators" by monitoring the following goals: Increase Workforce Diversity; Elicit Leadership for Diversity Commitment; Improve Workplace Climate/Behavior Diversity; Expand Diversity Partnerships; Establish Structural Diversity; Increase Student Achievement; and Diversify the Field of Education.

Legislation

At the federal level, there are opportunities for loan forgiveness for teachers, though these involve complicated eligibility criteria and come too late in a teacher's career to impact retention as previously shown by statistics regarding teacher attrition in the first five years. Below are two such loan forgiveness opportunities, including some of the stipulations involved for eligibility:

Strengthening Forgiveness for Public Servants Act: Amends Title IV (Student Assistance) of the Higher Education Act of 1965 to direct the Secretary of Education to cancel 15%, 15%, 20%, 20%, and 30% of the amount a borrower owes after 2, 4, 6, 8, and 10 years of public service employment, respectively, on a William D. Ford Federal Direct Loan made after this Act's enactment. Currently, the balance of a borrower's Direct Loan is cancelled if the borrower is not in default and has made 120 monthly payments on such loan while employed as a public service employee. The Act requires borrowers availing

themselves of such loan cancellation to submit an employment certification form that includes self-certification of employment and employer certification of employment dates. The Act places the borrower's loan in deferment during the period in which the borrower is employed in an eligible public service job if the borrower submits such form to the Secretary. The Act cancels the entire amount of interest on such a loan that accrues for any year in which a portion of the loan is cancelled under this Act.

Stafford Loan Forgiveness Program: Teachers can receive \$5,000 - \$17,500 in loan forgiveness with general eligibility based in part on serving five consecutive and complete school years in a low-income school. To receive the maximum amount, teachers must have experience in hard sciences or math at the secondary level or have taught special education students at an elementary level. Teachers cannot have received loan forgiveness from the Public Service forgiveness program.

To underscore the necessity of additional legislative support at the state level, Oregon enacted Senate Bill 755, which amended the original Minority Teacher Act passed in 1991. The legislation addresses the growing disparity between teachers of color and students of color in the state with a revised goal for 2015. SB 755 also emphasizes the importance of cross-collaboration by requiring representatives of the Oregon Education Investment Board, the Oregon University System, the Oregon Department of Education, and the Oregon Teacher Standards and Practices Commission to submit jointly a report on the Minority Teacher Act of 1991 to the Interim Legislative Committees. This report is in response to past sporadic efforts to address the growing disparity between white teachers and teachers of color, and includes summaries of data, plans, recommendations, and practices for recruiting, inducting, and retaining teachers of color (OMTA SR, 2014, p. 6).

The Minnesota Department of Education's Fiscal Year 2013 Teacher Supply and Demand Report to the Legislature contains support for loan-forgiveness programs to help attract and retain more teachers of color, particularly in high-need areas of the state (MDE TSDR, 2013, pp. 89-91). Presently in Minnesota there is potential for legislation involving loan forgiveness and debt repayment for teachers; however, the political climate would have to support legislation such as the following currently under consideration:

- HF 1170 Teacher shortage loan forgiveness program (Companion, SF 759)
- SF 713 Student Loan Debt Repayment - Omnibus

Programs

Nationally, there are several promising programs that seek to increase the retention of teachers of color either directly or indirectly through improving recruitment and induction efforts. These programs may involve investing in cultural competency training and leadership opportunities, or funding scholarships and stipends, or permitting credit transfers and alternative pathways. These programs may be implemented by states, school districts, or higher education institutions. The table below provides a glance of three existing national, state, and local programs along with the main offerings of each with brief descriptions that follow:

Table 5: Retention Programs

Program/Policy	Organizational Partnership	Financial Support	Diversity Training
The Oregon Teacher Minority Act	Advisory Group Comprised of leaders of higher education, teacher commission, school district, local community	Advisory Group goals do not directly address financial considerations such as teacher salaries or performance pay	Equity Lens analyzes racial and ethnic diversity among the teaching workforce in service of Advisory Group goals
Woodrow Wilson Rockefeller Brothers Fund	Connects teachers to graduate programs and school districts and includes them in a national network	Includes a stipend for teachers of color pursuing a masters degree who commit to teaching in high-need schools	Funds are not targeted toward culturally responsive training, but program does not include a mentoring component
West Metro District Diversity Training	A consortium of school districts participate in a cultural collaborative offering workshops to member schools	Program funding does not include specific monies for salaries, bonuses, or stipends for individual teachers	Requires training for all teachers who train other staff in practices which inform administrative evaluations

The Oregon Teacher Minority Report is a product of the Oregon Equity Lens, Educator Equity Advisory Group, and Workforce Data Team. The Equity Lens identifies disparities in education outcomes for the purpose of targeting areas for action, intervention, and investment, and analyzes the diversity in the K-12 education workforce. The Advisory Group assesses, evaluates, and advocates for statewide educational policy in partnership with stakeholders to prepare, recruit, and retain diverse educators that contribute to the success of diverse students, teachers, families, and communities. Lastly, a Data Team representing the various stakeholders was established to provide the Advisory Group with data required by SB 755 and to better coordinate the collection of data with consistent definitions, annual collection timelines, and in-depth analyses (OMTA SR, 2014, pp. 12-14).

Woodrow Wilson Rockefeller Brothers Fund Fellowships for Aspiring Teachers of Color is a long-standing and responsive program specifically for aspiring teachers of color and leverages broad funding support and higher education partnerships to help recruit, support, and retain K-12 teachers of color. The program provides a \$30,000 stipend to apply toward the cost of a master's degree at a participating graduate program and is designed to prepare teachers for work in a high-need public school. Teachers are mentored throughout the three-year teaching commitment, receive guidance toward teaching certification, and become lifelong membership in a national network of Woodrow Wilson Fellows who are intellectual leaders in the field of education (www.wt.teachingfellowship.org).

The West Metro Education Fair Schools District Diversity Training District Policy requires every employee (administrators, teachers, counselors, and aids) with direct student contact attend diversity training. The training provides the methods to support equity through instruction, discussion, and relationships with students. In the schools, each staff member commits to using lessons from the training and relies on co-workers to ensure that what is learned becomes practice. Administrators use it to frame evaluations, and colleagues use it to guide conversations about challenges in the classroom (E4E, 2015, p. 23).

2015 Minnesota Legislative Update

Many conversations emerged in the 2015 Minnesota Legislative session in efforts to improve or clarify the statutes that would impact all areas of the pipeline. The Omnibus Higher Education Bill that passed through conference committee included two major allocations. First, the bill gives \$200,000 to MnSCU that will allow for a pilot of a school year long teaching program for licensure students. Second, it gives \$200,000 for a loan forgiveness program for teachers that work in shortage areas. Beyond this, the conference committee passed new regulations in teaching licensure; data sharing requirements between secondary and post-secondary institutions; and early exposure to planning and information on postsecondary education to all Minnesota students.

Table 6: Relevant Bills in 2015 Minnesota Legislature

Bill	Author	Description	Status
HF 384 SF 959	Urdahl Clausen	Allows teacher preparation programs to provide a school year-long teaching program that combines clinical opportunities with academic coursework and in- depth student teaching experiences and offer students mentorship, coaching and assessment, help with preparing a professional development plan, and structured learning experiences.	Passed through Conference Committee and both Houses. \$200,000 appropriated
HF 1170 SF759	Bennett Jensen	Establishes a loan forgiveness program available for up to five years to newly licensed teachers and teachers adding a licensure field who are teaching in an identified teacher shortage area. Appropriates unspecified sums to the commissioner of the Office of Higher Education for the program	Passed through Conference Committee and both Houses. \$200,000 appropriated
HF 2 SF 473	Loon Pratt	Teacher licensure and employment conditions clarified; alternative teacher licensure amended; teacher licensure reciprocity with adjoining states provided; license via portfolio, exemption for technical education instructors, teachers' unrequested leaves of absence and teaching assignments decisions clarified; school administrators prohibited from placing students with ineffective teachers; and teacher skills examination requirements clarified.	Passed through Conference Committee and both Houses.
HF 589 SF 559	Fenton Clausen	Alternative teacher licensure amended, and teacher license reciprocity allowed.	Introduced in House and Senate language included in final bill
HF 952 SF 713	O'Neill Clausen	Requiring the commissioner of the office of higher education to make a grant to a nonprofit qualified debt counseling organization to provide individual student loan debt repayment counseling to state resident borrowers concerning loans obtained to attend a Minnesota postsecondary institution; requiring a report; appropriating money	Passed through Conference Committee and both Houses. \$150,000 appropriated
HF 1347 SF 1273	Fenton Peterson	This bill establishes a competitive grant to support alternative teacher preparation programs, to be administered by the commissioner of higher education. \$1 million in FY 2016 and \$1 million in FY 2017 are appropriated to the commissioner of higher education for the purpose of making grants.	Introduced and referred to first committee in both House and Senate
HF 245 SF 1109	Urdahl Pratt	Allowing an income tax credit for K-12 teachers who complete a master's degree in a content areal directly related to their licensure field; specifying allowed a refundable credit; appropriating money	Introduced in Senate; Referred to two committees in House
HF 246 SF 665	Urdahl Torres Ray	Requiring school districts to develop and implement programs for mentoring new teachers; requiring programs to support district teacher evaluation and peer review processes; allowing staff development revenue use; requiring the board upon request to assist schools; requiring board of teaching annual transmission of program structure; specifying program criteria; requiring the board to develop a teacher mentorship program model; appropriating money to the board of teaching	Introduced in Senate; Referred to two committees in House
HF 244 SF 644	Urdahl Torres Ray	Directs the Board of Teaching and the Board of School Administrators to collect and report summary data on preparation programs and program outcomes for teachers and school administrators. Directs school districts to report to the Board of Teaching and the Board of School Administrators on the performance and preparation of newly hired teachers and school administrators employed in the district.	Introduced and referred to two committees in both House and Senate
SF 398 HF 858	Dziedzic Pierson	Collaborative urban educator recruitment and training programs appropriation	Introduced to Senate and House

Key Findings

The lack of teachers of color is a problem that programs across the country and in Minnesota have risen up to address. There are many established programs and innovative pilots that are pointed at different parts of the greater teacher workforce development pipeline. A great need of researchers and policy makers is quality data that can be used to evaluate effectiveness and efficiency of these programs, since many do not self-evaluate. Few programs span the entire pipeline. Many of the national programs are successful in part because of collaboration between multiple sectors or organizations that span the stages a prospective teacher goes through on their way to licensure and the classroom. There are abundant opportunities for Minnesota to improve existing programming and increase real impact through collaboration, which will result in getting and keeping more teachers of color in the classroom. The legislative environment can enhance the flow across the pipeline and within the individual sections by funding programming and encouraging collaboration.

Recruitment:

Key Barriers: Lack of financial support like scholarships or stipends, lack of outreach to students in middle and high school, lack of alternative pathways to licensure, lack of bridging the gap to the induction stage

Successful programs include a number of key components: recruiting specifically candidates of color beginning in secondary school, providing mentors and support in the college application process, college mentors and cohorts to support students during the degree process, loan forgiveness or scholarships, career counseling and job placement support, and alternative licensure for professionals both outside and inside the field of education. Programs that are successful usually specialize at a particular stage of the pipeline but not across it. Many of the national programs exhibit multiple of the successful components and could be adopted by Minnesota programs to ultimately increase teachers of color across the state. Opportunities exist for Minnesota organizations to adopt national programming but also tailor it to unique communities of color like the Hmong, Latino, and Somali communities.

Induction:

Key Barriers: Lack of legislation mandating residency or induction programming completion, funding for programming or stipends for students in residency, lack of support from teaching regulatory bodies, districts, higher education institutions and legislatures; lack of flow into retention

Comprehensive induction programs help increase teacher retention, improve teaching quality, and achieve better student outcomes. A comprehensive program involves the following: working with a mentor, support from school/district administration, participation in new teacher seminars, common planning time, reduced teaching course load, and assistance from a classroom aide. Strong partnerships between stakeholders across the pipeline--higher education institutions, school districts, and nonprofit organizations--are essential to induction program success. During the 2010-11 school year, 27 states required some kind of induction or mentoring program for new teachers, but only 11 had multi-year requirements. Committee heard a bill recently proposed by Senator Clausen. The bill would provide for a pilot program for teacher preparation programs to offer a year-long student teaching experience that includes a mentorship and coaching component instead of the typical experience which lasts a single semester. The bill could be included in omnibus legislation but to achieve maximum impact, legislation should mandate and fund multi-year requirements that are aligned with the comprehensive requirements and partnership model listed above.

Retention:

Key Barriers: Lack of financial incentives to remain in the profession, harsh or uncomfortable work environments within schools, lack of professional growth opportunities

Only 78% of African-American and of 79% of Hispanic-American teachers stayed teaching in the same school compared to 85% of White teachers (NCES, 2014, p. 7). Loan repayment is an exceptional financial burden on a teacher salary. Current federal loan forgiveness programs provide far less than what it would cost to complete a four year teacher preparation and applicants may only be eligible after ten years of repayment. Funding loan forgiveness that starts earlier in a teacher's career will contribute to teachers remaining in the profession long term. Promising programs invest in cultural competency training and leadership opportunities, or funding scholarships and stipends for pursuit of a graduate degree, or permitting credit transfers and alternative pathways.

Recommendations

Increasing the representation of teachers of color in the state of Minnesota requires a dual focus that considers the entire pipeline while simultaneously targeting specific a section(s) within it. The sections of recruitment, induction, and retention that comprise the teacher of color pipeline are inextricably linked and necessitate a collaborative effort on the part of leaders, partners, and stakeholders. Collaboration, in addition to funding and mentoring, constitute central themes for addressing the barriers and gaps that currently impede pipeline access and success for teachers of color. Effectively resolving these issues must involve careful analysis and ongoing assessment to ensure legislative and advocacy efforts to improve the pipeline and increase teachers of color are driven by data from educational institutions and deemed equitable, feasible, and sustainable.

Craft Policy Solutions Across the Teacher Workforce Pipeline

1. MnEEP should advise the legislature and elected officials to develop a task force using the existing Governor's Education Diversity Task Force and Diversity Inclusion Council as partners in the creation of an action plan that addresses the need to increase teachers of color. This collaboration should include a data collection team.
2. MnEEP should create legislation mandating higher education institutions and school districts provide summary statistics on recruitment, retention, graduation rates, and job placement that are broken down by race and ethnicity. Nonprofits should also be encouraged, or required as appropriate, to provide similar data.
3. MnEEP should push legislation that will increase funding to expand or replicate current and promising programs as recommended by the work of existing reporting structures and the aforementioned collaboration. This legislation should allow for modifications to serve Minnesota's unique populations of color.

Strengthen the Existing Network to Support Alternative Pathways for Teachers

4. MnEEP should work to encourage the Minnesota Board of Teaching, the Minnesota Legislature and institutions of higher education to create a more efficient system to transfer credits from community and tribal colleges to four-year teacher preparation programs. Leverage MnEEP's existing network to establish regulations and practices that reduce barriers to licensure for paraprofessionals, bilingual aides, educational assistants, teachers coming from other states and professionals outside of the education sector.

Develop an Issue Campaign Around the Value of Teacher Mentorship and Induction

5. MnEEP should collaborate with districts and the legislature to assess the logistics, funding, and regulations necessary to require multi-year induction programs for all new teachers. Induction programs should use evidence-based practices that include quality mentors, learning cohorts, and culturally responsive training. Raise teachers of color population as an improvement growth target. Long-term sustainable funding sources--state funding and Federal grant programs (Teacher Quality Partnership Grant Program)--should be foundational to support cross-sector collaboration.

Recommend a Policy on Loan Forgiveness to Increase Retention

6. MnEEP should bring to the legislature a more appropriate loan forgiveness program for teachers of color that forgive a prorated percentage of the loan based upon years of teaching service, starting in year one of a new teacher's tenure and continuing throughout a teacher's career until

the loan is completely forgiven. MnEEP should work to streamline and simplify the loan forgiveness process.

MnEEP's strength as a networked organization provide it a unique opportunity to influence change within existing Minnesota law and with higher education and school districts to improve leaks and fill gaps in the teacher of color pipeline.

Conclusion

Increasing the percentage of teachers of color in the state of Minnesota to reflect proportionately the increasing number of students of color is a complex challenge that requires a comprehensive response. Addressing a single section of the teacher workforce pipeline at the expense of the entire pipeline is an ineffective solution for a fundamentally composite problem. In other words, even the most robust recruitment program is worth little if those new teachers don't receive a quality induction upon placement in a classroom. Furthermore, if established teachers do not continue to receive meaningful support throughout the course of their careers, then retaining them, as they grow into master teachers capable of being mentors becomes exceedingly difficult.

Focusing efforts on promising programs and feasible policies that span the entire teacher workforce pipeline increases the likelihood of a sustainable solution. For instance, funding will prove more impactful if sequenced across the pipeline in the form of scholarships, stipends, and loan forgiveness. In an integrated model such as this, aspiring teachers can receive financial assistance to acquire a license, pursue an advanced degree, and benefit from early and ongoing debt relief. Moreover, if funding is generated from various sources and targeted toward teachers of color, particularly those working in low-income schools and especially those who are Indian American, then the outcome will not only prove to more successful, but more equitable as well.

Considering the current discrepancy between Minnesota's teachers and students of color, there is much challenging work ahead if the state is to make and maintain progress on this issue. However, there is also present a great opportunity for an organization like the Minnesota Education Equity Partnership to leverage its existing relationships and establish a network of partnerships to address the issue. One thing is certain; increasing the representative number of teachers of color throughout the state is a large and complicated problem that must compel a collaborative effort on the part of many stakeholders for any solution to be successful. The state of Minnesota--its teachers, its students, and its schools--deserve nothing less than such an effort.

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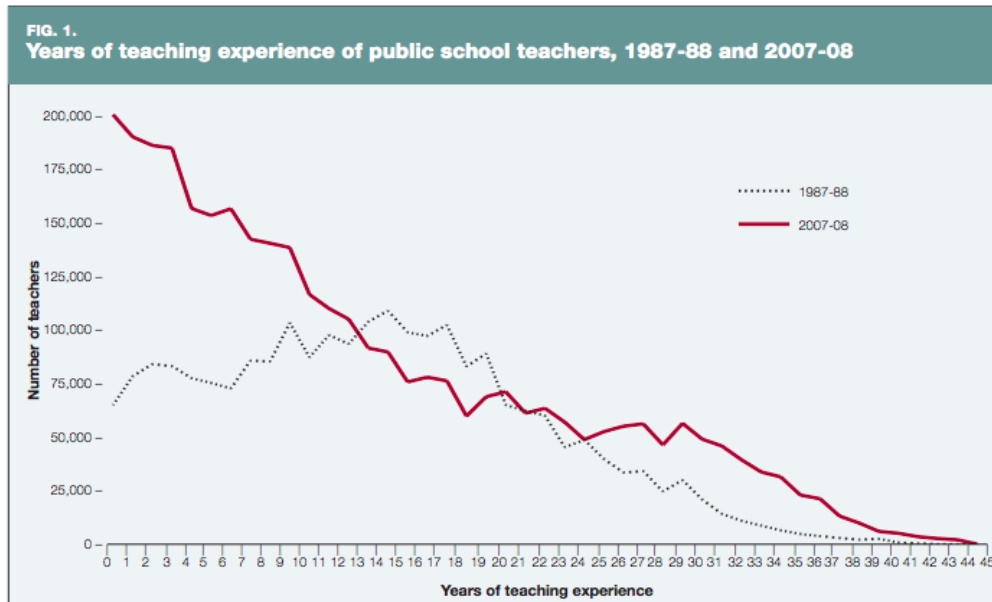
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Villegas, A. and Irvine, J., (2010). Diversifying the Teaching Force: An Examination of Major Arguments. *The Urban Review* 42 (175-192) 180. Retrieved March 2015, from: <http://link.springer.com/article/10.1007%2Fs11256-010-0150-1>.

Appendices

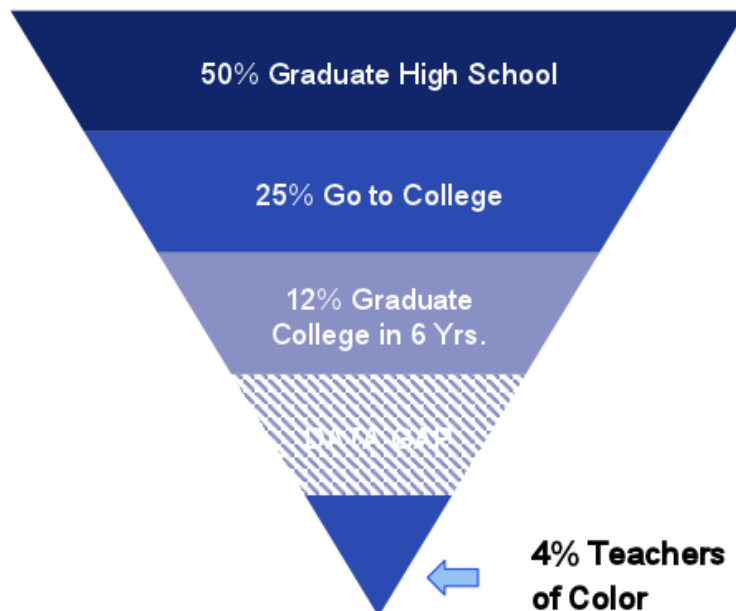
Appendix A: Figures

Figure 1:



Source: Ingersoll, 2012, University Of Pennsylvania Scholarly Commons

Figure 2: Teachers of Color Recruitment



Source: Educators 4 Excellence Minnesota. (February 2015). Closing Gaps Diversifying Minnesota's Teacher Workforce. 1, 16-18, 20-23. Retrieved April 2015, from: <http://www.educators4excellence.org/mnteacherdiversity>

Figure 3: Stakeholder Field

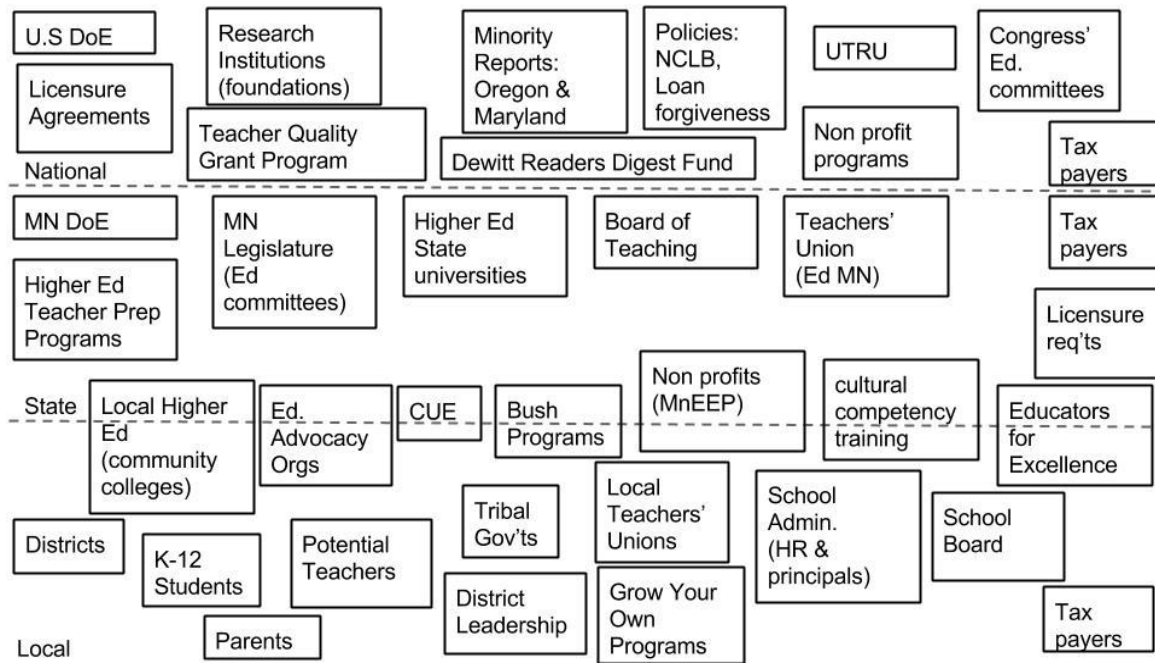
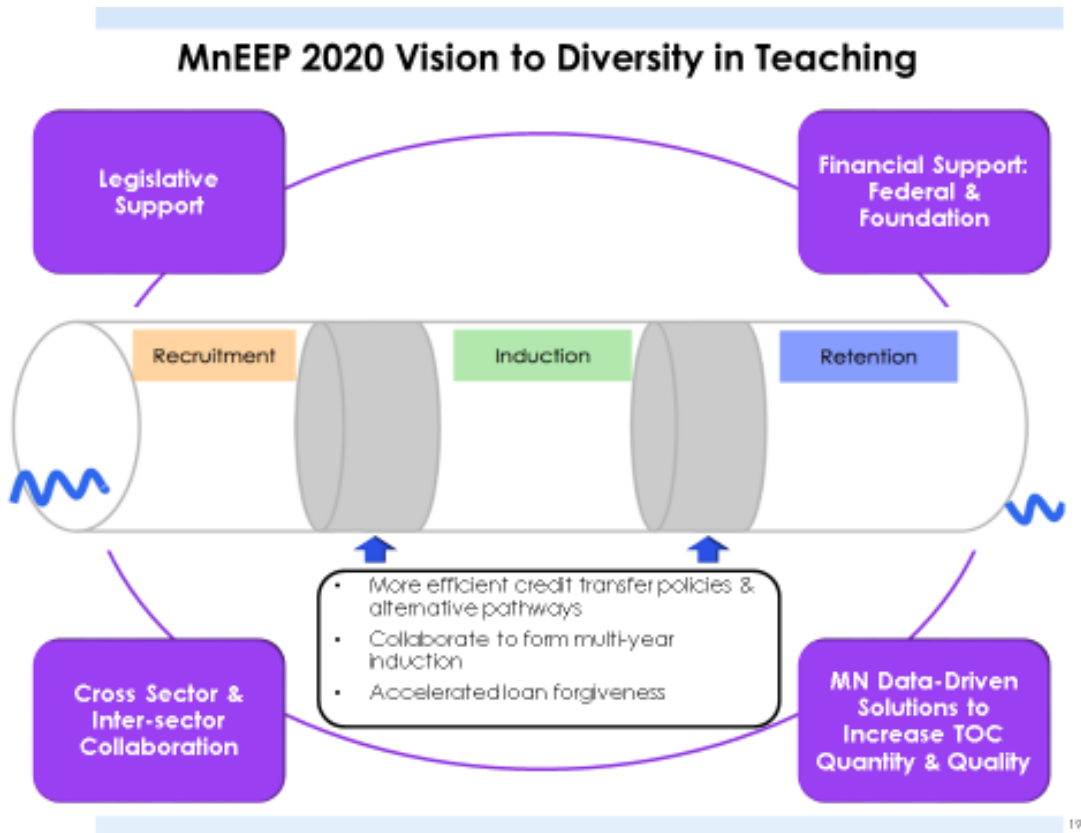


Figure 4: MnEEP Vision to Diversity in Teaching

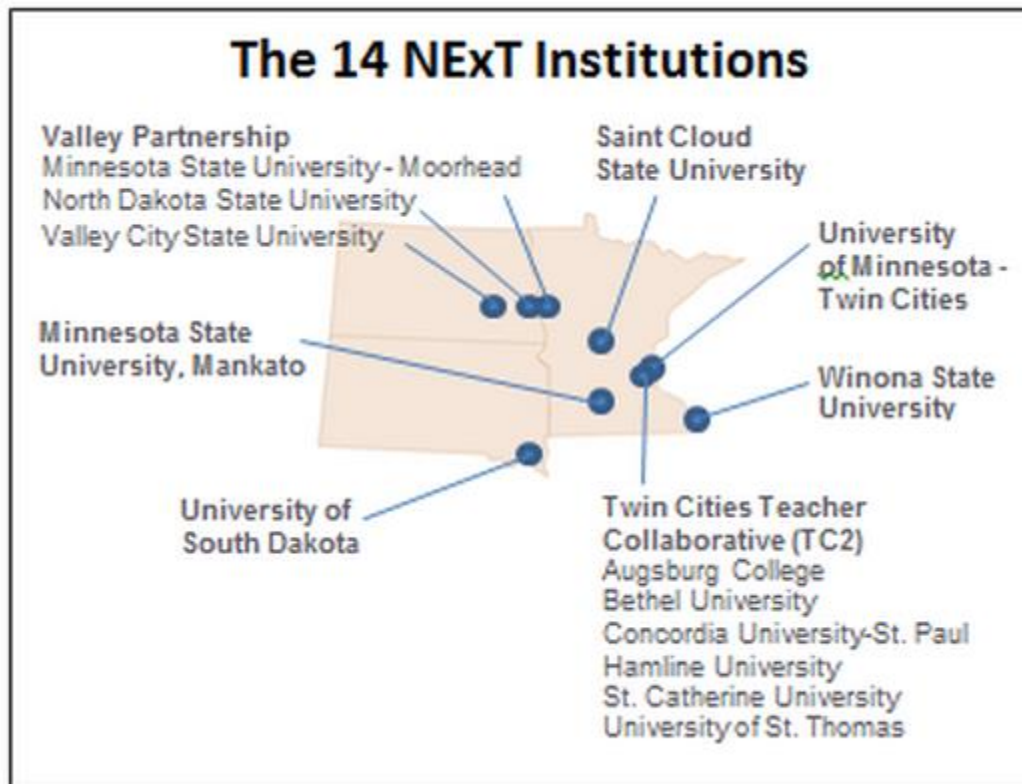


Appendix B: Bush Foundation Teacher Effectiveness Initiative (TEI)

TEI launched a 10-year effort in 2009 in partnership with 14 higher education institutions and their Teacher Preparation Programs (TPPs). This partnership was named the Network for Excellence in Teaching (NExT). Each partner has set an individualized series of priorities and goals for improving practices in each of five pillar areas that account for historical strengths and identified areas for growth. The pillars include teacher candidate recruitment, candidate preparation, candidate employment readiness and connections, graduate support, and measurement use to inform improvement strategies.

This initiative is guided by the Bush Foundation's educational achievement goal to increase the percentage of students who are on track to earn a degree after high school and eliminate disparities among diverse groups. The initiative aims to increase K-12 teachers' quality and effectiveness, and thereby improve students' educational achievement. The impetus for this initiative lies in a strong body of evidence suggesting that teacher quality is the most influential in-school variable affecting student performance.

Table 7: TEI Network



Appendix C: Programs with Honorable Mention

These programs show promise but were not included in the main body of the document because they did not specifically target teachers of color, were not specifically focused on teacher education, were too new to evaluate or did not meet the three criteria mentioned in the methodology section. MnEEP could look into applying pressure, creating partnerships, advocating for legislation, or using their influence to create informal culture change with the entities listed below. Several of these programs would need substantial revision to more appropriately serve potential teachers of color as they earn their degree and transition into professional careers.

Network for Excellence in Teaching (NExT) part of the Bush Foundation's TEI:

- Collaboration consists of 14 higher education institutions (including some found in the TC2 pool) that span the Midwestern United States
- Program focuses on recruitment, preparation, placement, and support for new teachers, as well as making sure education majors stay in the program until graduation
- Basic premises of the program are for the higher education partners to interact with high schools, community colleges, and districts and provide substantial support (financial and mentorship) to college students
- Universities involved have flexibility in how they provide financial assistance, guidance to students, and instructional content
- Several schools within the collaboration struggle with funding sustainability and creating and maintaining the capacity to serve larger cohorts of students

This collaborative model still serves as a promising leader at the forefront of a cultural shift in higher education to increase students, and potentially teachers, of color.

Limitations: Difference in programming affords schools autonomy but also disproportionately impacts those candidates with limited mobility, since students aren't guaranteed a uniform experience. There is difficulty in discerning how the collaboration works in terms of how the partners interact and share information and resources.

Source: Teacher Candidate Recruitment and Selection: Changing Practices to Meet P-12 District Needs. n.d. 2015 AACTE Annual Meeting: *What's NExT in Teacher Prep?*. Lecture conducted from AACTE. <https://www.bushfoundation.org/2015-aacte-annual-meeting>

Minnesota Transfer Program:

- Collaboration between two- and four-year higher education institutions in MN, assists in cost reduction for students through college transfer
- Core coursework is predetermined but students do have some flexibility in course selection

This program with some improvements would be a key opportunity for American Indian students. Many two year programs are already accessible for American Indian students. Some programs like White Earth offer education programs but other Tribal Colleges have struggling teacher education programs or none at all.

Limitations: Not targeted to students of color or to those interested in teaching, may be difficult for students to take advantage of as it appears in the limited description on website, no specific mention of potential education students. Students face further difficulty when they are unable to transfer credits successfully to a four-year institution to complete their degree, teaching or otherwise.

Sources: Description of MnTC Goal Areas (n.d.). In *Minnesota Transfer*. Retrieved April 17, 2015, from http://www.mntransfer.org/transfer/mntc/t_sample.php

Augsburg College's MN Indian Teacher Training Partnership

- Set up in 1992 with backing (non-monetary) from state legislature
- Students earn teaching degree from Augsburg, are placed in Minneapolis Public Schools or St. Paul Public Schools for student teaching, and eventually hired by either district
- Provides grants and forgivable loans to students with education major, portion forgiven is dependent on how many years they teach in state after completing licensure

Program is designed for American Indians and supported by state funding, and has existed for a long enough time to report data on effectiveness and challenges.

Limitations: Candidates must file a daunting series of mandatory applications to a variety of organizations which may discourage some from applying or be a difficult process to navigate for others. Despite length of operation, data on effectiveness was not available but current stats on American Indian teachers suggests progress is not being made.

Source: American Indian Teacher Training Program (n.d.). In *Augsburg College*. Retrieved April 17, 2015, from <http://www.augsburg.edu/aissp/american-indian-teacher-training-program/>

Western Kentucky University

- Assists in collaboration between the state and school districts
- Provides scholarships to students of color
- Provides workshops for practice tests on licensure exams, resume writing and professional development
- Recruits at middle and high school level

Not enough information to evaluate based on criteria but sounds really promising.

Source: Minority Teacher Recruitment Center (n.d.). In *WKU*. Retrieved April 17, 2015, from <http://wku.edu/teacherservices/mtrc/index.php>

Hamline University (Bush Foundation Program)

- Hamline, as part of a partnership with Mounds View Public Schools, targets students of color who have graduated from that district to become enrolled in an accelerated teacher education program at the University as an alternative pathway program
- Students will be placed in the Mounds View district for student teaching residency and then are hired to teach full time
- Initial funding is in the form of a \$150,000 grant from the Bush Foundation
- Program began as a pilot in 2014
- Recruiting from communities of color

Too new to evaluate for longer term criteria.

Source: Hamline University (n.d.). In *Bush Foundation*. Retrieved April 17, 2015, from <https://www.bushfoundation.org/grantees/hamline-university-12>

Appendix D: American Indian Environmental Scan

U.S. Department Of Education

Current data shows that 86% of Native American students complete two-year AA Tribal College programs while only 10% complete regular four-year college or university programs. There is a need to revitalize education as a career with K-12 school outreach, AA certification programs, funding awareness and access, easy credit transfer, reliable data resources, and partnerships with K-12 tribal school districts on education (ex. white earth and pine point partnership).\

A 2011 White House Executive Order aims to improve educational outcomes for Indian Americans & Alaskan Native students. The Generation Indigenous initiative was launched in February 2015 to address barriers to Native American youth success. The Gen-I Youth kickoff took place recently on April 23rd in advance of the first-ever tribal youth gathering slated to be held this summer at the White House. This initiative can be capitalized on going forward.

The Indian Education Professional Development Grants annually issue Indian Professional Development Awards, of which Minnesota has been awarded two (Fond du Lac in 2010 and St. Scholastica in 2009), but none in the last five years. These grants provide funding for programs and partnerships designed to prepare and train Indians as teachers, teachers' aides, social workers, and school administrators. There is an opportunity here to further past efforts on the part of Fond du Lac and St. Scholastica to recruit and support American Indian teacher candidates.

Minnesota Tribal Colleges

Leech Lake Tribal College: AA degree in Early Childhood Education & Liberal Arts: requires more effective MnTC system as well as data collection on student retention and success in four-year licensure programs

White Earth Tribal College: AA degrees in Education & Early Childhood Education: newly-reinstated Education program needs qualified instructors, stronger partnership with MSU, and better data collection

Fond du Lac Tribal College: AA program with an established MnTC process: new advisory council to revitalize suspended elementary education program and again offer certification and dual credit options

American Indian Early Childhood Education Grant (W.K. Kellogg Foundation): emphasizes teacher training within a native context and promotes post-secondary partnerships

2013 Minnesota Tribes Position on Education: submitted to MN legislature every two years

- Education for American Indians is a treaty right. Tribal governments expect the State of Minnesota to recognize and meet the unique educational needs of our students, families and communities.
- The American Indian Education Act of 1988 is legislation to provide for American Indian education programs specially designed to meet unique educational or culturally related academic needs. The Minnesota Department of Education must inform and hold all districts within the State accountable to the law.
- Teacher training programs within the State of Minnesota must be modified to include curriculum with specific content regarding tribal sovereignty, history and culture for all students entering the field of education by 2014, and the Governor and Legislature must direct the Commissioner of the Minnesota Department of Education and Commissioner of Higher Education to ensure that colleges/universities have complied in order for their graduates to be licensed in Minnesota.

Current licensed teachers must enroll in continuing education courses in these content areas every five years in order to maintain their teaching licensure.

- The Minnesota School Board Association must require School Administrators, including but not limited to Superintendents, Principals, Counselors and School Board Members, to learn about Tribal Sovereignty, Tribal Communities and Tribal students in order to better meet the needs of American Indian learners.
- The State of Minnesota must initiate action to increase the drastically underrepresented number of American Indian school teachers in our public school systems. Incentive aid must be provided to school districts to encourage the hiring and retention of American Indian K-12 certified, licensed teachers. The State of Minnesota must increase the appropriation in order to expand, in consultation with the TNEC, the Indian Teacher Training Program to serve all reservations and high American Indian population schools, as well as expand potential participating higher education institutions. Indian Teacher Training programs must include specific and integrated instruction to better prepare teachers to meet the needs of American Indian learners.

Source: Retrieved on April 3, 2015 from [http://www.whiteearth.com/data/upfiles/files/REVISED_POSITION_PAPER\[2\].pdf](http://www.whiteearth.com/data/upfiles/files/REVISED_POSITION_PAPER[2].pdf)

Augsburg American Indian Teacher Training Program (see above): In 1992, the Minnesota Legislature designated Augsburg College the fourth Minnesota Indian Teacher Training Partnership (MNITTP) in the state. The partnership with the Minneapolis and St. Paul Public Schools means that Augsburg educates, trains, and supports students to be teachers, the students do their student teaching in either Minneapolis or St. Paul Public Schools, and one of the districts hires the students upon completion of their licensure program.

Source: Retrieved on April 3, 2015 from <http://www.augsburg.edu/aissp/american-indian-teacher-training-program/>

College of St Scholastica Native Teaching Program: The purpose of the Native Teacher Program (NTP) is to support pre-service teachers in increasing their understanding and knowledge base of Ojibwe language, history and culture. Students in this program will also receive social and academic support by faculty and staff on campus. Students can participate in cultural activities, attend conferences and build a networking system that can support students in their professional career.

Limitation: No data found on effectiveness of programs.

Source: Retrieved on April 3, 2015 from <http://www.css.edu/academics/school-of-education/native-teacher-program.html>

Minnesota Department of Education

Statistics on American Indian students' performance:

- A U.S. Department of Education report released in November 2012, ranked Minnesota 50th out of 50 states for the four-year adjusted cohort graduation rate of American Indian students.
- According to the National Indian Education Association, "Minnesota, which has a significant Native student population, has the lowest four year adjusted graduation rate, with only 42 percent of students graduating with a diploma in four years."
- This is the only graduation rate in decline for racial groups

Dennis W. Olson Director, Office of Indian Education Minnesota Department of Education
dennis.w.olson@state.mn.us

Source: Retrieved on April 3, 2015 from <http://education.state.mn.us/MDE/StuSuc/IndianEd/>

MinnCAN Report on American Indian Education

The Minnesota Campaign for Achievement Now (MinnCAN) created a report on the state of American Indian student education funded by the McKnight Foundation to better understand this population of Minnesotans. The report covers a broad range of information from tribal population information to historical implications of education as well as school and teacher profiles. Some content highlights regarding American Indian teachers are:

- To teach at one of the Indigenous Best Practice Sites, teachers must agree to participate in indigenous language learning activities and to allow classroom observation and coaching on how to more fully integrate cultural relevance into their teaching. And because maintaining a stable and committed teaching force is typically both a challenge at high-poverty schools (nearly 100 percent of Anishinabe students qualify for free and reduced price lunch) and a key to their success, negotiations with the teacher's union yielded protection for teachers from being bumped from the practice sites.
- The factors the students identify as crucial to their success reflect the "Best Practices of Indigenous Pedagogy" identified by Phillips Indian Educators on their website, www.pieducators.com. Examples include: Relationships, relevance, asset based, and cultural competency.

Key themes that emerged in the 2013 Analytic Review are listed below. These themes reflect much of what MinnCAN observed in field visits and conversations:

- Honor agreements—Native Americans belong to sovereign tribal nations. These nations negotiated treaties in which they exchanged land for future promises, some of which concern education. Minnesotans need to honor these treaty and trust obligations.
- Stay committed—We need to believe we can close the achievement/opportunity gap. Doing so will require increasing the attention and financial resources we devote to Native American education.
- Expect cultural competence—All students (not just Native Americans)—as well as all organizations and educators who interact with Native American students and their families—need to learn about Native histories, languages, cultures, and governments.
- Build capacity—Supporting efforts to develop best practices, provide technical assistance, and cultivate high-quality educators who are themselves Native American is critical.

Source: The Minnesota Campaign for Achievement Now. (Oct. 2013) Native American Student Achievement in Minnesota. 1-27. Retrieved from: https://www.mcknight.org/system/asset/document/492/MinnCAN-NASA-WEB__reduced_.pdf

Additional Considerations

American Indian teachers constitute a pipeline within a pipeline: some teacher induction initiatives are in place and there are identified general retention concerns, but comparatively little focus is given to recruitment of teachers (outside of Early Childhood Education), specifically as a potential solution to achievement gaps.

- American Indians lag behind other groups in terms of teacher workforce and student education gaps.
- There seems to be traction at the federal level as well as many scholarships to leverage
- This may be challenging in light of the programmatic challenges identified at Tribal Colleges.
- A promising area may reside in the AA program and partnership with four-year colleges and universities through the MnTC and PSEO programs to recruit and advance aspiring teacher candidates.

- A connection could be made between increasing American Indian teachers and progressing in other prioritized areas (business, STEM, healthcare, etc.) in light of overall academic gaps and barriers

Policy Opportunity:

Improve credit transfers from Community Colleges; leverage PSEO programs to recruit students interested in teaching; modify licensure testing requirements and/or make portfolio options that are compatible with tribal values; and explore alternative pathways to licensure specific to tribal nations.

Appendix E: State of Minnesota Teacher Evaluation & Practice

Board of Teaching

Ethics: Teacher provides *professional education services in a nondiscriminatory manner*

Licensure: (Alternative paths to licensure are restricted, controlled reproductions)

Preparation: 8710.2000 STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS.

Subp. 4. Standard 3, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

Q. develop a learning community in which individual differences are respected; and

R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Minnesota Department of Education

Teacher Evaluation Model: Recommends Charlotte Danielson Teacher Evaluation Rubric, which includes only 2/34 criteria pertaining to diverse learning: 1) Designs culturally relevant instructional strategies; 2) Understands cultural & linguistic backgrounds of students, their families & community

World's Best Workforce: Emphasizes the following with respect to diverse learners: 1) the fastest growing segment of the future workforce is students of color; 2) students of color have the lowest graduation rate; 3) MN has one of the worst black-white achievement gaps in U.S.; and 4) Boards should include members that reflect the diversity of the district and its schools

Re-licensure Areas: Include PBIS, Early-onset mental illness, Academic accommodations, Reading & Literacy, Education Technology, Professional growth & reflection, and not an area on diverse learners

Appendix F: Equity in Teacher/Student Population: Why it Matters

With lagging performance from kindergarten readiness to high school graduation for students of color and the increase in minority populations, the issue of improving success rates for students of color is critical. In 1993, The Supreme Court of Minnesota held that the Minnesota Constitution creates a fundamental right to a “general and uniform system of education” and requires the state to provide sufficient funding to ensure that each student receives an adequate education (Education Justice, 2011-2015).

To ensure a general and uniform system of adequate education, the failure of the public education system for students of color must be examined. According to the Center for American Progress report, one vital component needed to increase the success rates for students of color is a representative teaching population that is both effective and diverse (Ahmad & Boser, May 2014, pg. 5). When examining the benefit of a representative population of teachers of color to students of color, existing research is limited by the ability to control for all contributing factors that surround educational success for students of color.

A literature review by Villegas and Irvine (2010) reports that the research examined “suggests that students of color accrue academic benefits when taught by a same-race teacher or when exposed to a teaching force (at the school or district level) that is racially/ethnically representative of the student population.” Outcomes of success identified across research were test scores, high school completion rates, college matriculation rates, school attendance, and enrollment in academically rigorous classes.

However, the simple directive of representative population cannot be removed from the context of effective teaching methodology. Thomas Dee’s examination of the Tennessee STAR project data (2001, pg. 3) in terms of race and student achievement showed that for blacks and whites a year with an own-race teacher increased math and reading test scores by three to four percentile points in nearly all groups of students defined by race and gender. This research done over a four-year period in K-3rd grade is not without its caveats. Dee argued the best use of this data is to uncover what underlies the educational relevance of the racial dynamic between students and teachers.

Likewise, Villegas and Irvine (2010) examined qualitative data on effective teachers of color categorizing the approach into five categories: holding high expectations, using culturally relevant teaching, developing caring and trusting relationships, confronting issues of racism in teaching, and serving as advocates and cultural brokers for students. The evidence of the importance of race to student achievement has been documented in a variety of research, but the question that remains unanswered is what underlies the link between the two. State efforts to incorporate racial equity into the teacher workforce could uncover how to support success in students of color across multiple educational outcomes, as well as gain a diversity of educators and leaders who better represent our population.

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- Dee, T., (2001). Teachers, Race and Student Achievement in a Randomized Experiment. *Working Paper 8432 Washington: National Bureau of Economic Research*. 3. Retrieved from: <http://www.nber.org/papers/w8432>.
- Education Justice. (2011-2015). Retrieved from: <http://www.educationjustice.org/states/minnesota>
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Appendix G: Critical Race Theory

Critical race theory, (CRT), sets out to critically analyze the way in which laws are interpreted and how these interpretations reproduce and normalize racism within the United States. Unlike other academic disciplines CRT is not just a theory, it sets out to change and transform society for the better. CRT was founded primarily but not exclusively by academic progressives of color. Derrick Bell, a professor at New York University is known as the movements “intellectual father.” In the book, *Critical Race Theory, An introduction*, by Richard Delgado and Jean Stefancic they describe the basic tenets that all critical race theorists would agree on:

- Racism is ingrained in the fabric and system of American society. Racism is something that people of color encounter on a daily basis in this country.
- The law itself is not neutral but instead a part of the problem. Critical race theorists, identify major challenges with the conventional civil rights litigation.
- Race and races are products of social thought and relations. They correspond to no biological or genetic reality and have no correspondence with higher-order traits, such as personality, intelligence and human behavior.
- The “voice of color” thesis holds that because of their different histories and experiences with oppression, minority status brings with it a presumed competence to speak about race and racism in a way that whites simply cannot.

Since the 1990’s, a number of scholars have used CRT as a way of analyzing and critiquing education and practice in the United States. Many critical race theorists use CRT in an attempt to understand issues of school discipline, hierarchy, tracking, affirmative action, high stake testing, and controversies over curriculum and history.

The civil rights decision that best exemplifies CRT’s position is the landmark *Brown v. Board of education*. Critical race theorists acknowledge the work put in to this law as a way of dismantling racism, but most believe it has not worked. Today, students of color are more segregated than ever before. One of the less talked about unanticipated results of this landmark decision is the loss of an entire profession of African American teachers and administrators. In the 1980’s, African Americans represented 12% of the national population, yet there were a majority of African American students in twenty of the twenty-two largest urban districts. With the influx of Latino, African and other immigrant students into the public schools over the last 20 years, white flight has increased and students of color have become even more segregated.

Bell Hooks, an African American writer, attended all black schools and switched to desegregated schools after the landmark desegregation decision was implemented. In her book “*Teaching to Transgress*” (1994), Bell writes

“School changed utterly with school integration, we learned what was and was not expected of us as black students. We left schools where black teachers knew us and believed in us and we entered schools with all white teachers, whose lessons reinforced racism”.

In programs that prepare future educational leaders, there is an obligation to understand and raise questions about race and racism in society, to analyze what role identity plays in a students’ learning as well as an ethical responsibility to interrogate systems, and organizational frameworks, that simply are not working for a large portion of its students. Gloria Ladson-Billings a professor in the teaching department at the University of Wisconsin, Madison (who has written extensively about critical race theory and education) responded to a question stating that she does not know of a single teacher education program in the country that requires any classes on identity or critical race theory.

How potential teachers are recruited, and educated in teacher preparation and leadership programs is an essential part of dismantling a system built on racist ideals. Right now preparation programs across the nation do almost nothing to equip students with an in depth understanding of racism and race relations.

According to Delgado and Stefancic (2012), “*If topics of racism and identity are introduced within any teacher preparation program they are often a lecture topic, or a seminar, not part of the core curriculum, this relegates race to a theoretical footnote within the discourse of educational leadership*” (p. 27).

References

Critical Race Theory: An Introduction, R. Delgado, J. Stefancic, NYU press 2012.

Racial Segregation Among Public and Private Schools, Karl E. Taeuber and David R. James Source: *Sociology of Education*, Vol. 55, No. 2 (Apr. - Jul., 1982), pp. 133-143 Published by: American Sociological Association

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Toward a Critical Race Theory of Education, G. Ladson-Billings and W.F. Tate IV, *Teachers College Record*, Vol. 95, 1995.

Teaching to Transgress: Education as the Practice of Freedom, B. Hooks, Routledge 1994.

“*What is Critical Race Theory*” UCLA, School of Public Affairs, Critical Race Studies. <https://spacrs.wordpress.com/what-is-critical-race-theory>

Appendix H: Contact Information from Charts

Program	Contact
Call Me Mister	Phone: Toll-free: 1-800-640-2657, Location: Clemson University, South Carolina
Concordia Southeast Asian Teacher Program	Phone: 651-641-8230
EAST Program, funded by CUE	Program Director: Audrey Lensmire E-mail: lensmire@augsborg.edu Phone: 612-330-1397
New Teacher Center	Phone: 831-600-2200 Headquarters: Santa Cruz
Oregon Minority Teacher Act Status Report	Website: http://www.ode.state.or.us/search/page/?id=4210 Communications Director: Crystal Greene Phone: 503-947-5650
Regional Education Service Recruiting Alliance	Email: kwalt@aces.org huberts@ces.k12.ct.us tnee@crec.org njagaczewski@eastconn.org pesce@educationconnection.org edalt@learn.k12.ct.us
St. Cloud State Paraprofessional Residency Program	University Communications Phone: (320) 308-3151
Teach for Tomorrow Oakland TTO	Program Director: Rachelle Rogers-Ard Email: rachelle.rogers-ard@ousd.k12.ca.us
Today's Students Tomorrow's Teachers TSTT	Phone: 914-345-3444 Headquarters, White Plains NY
Twin Cities Teacher Collaborative (TC2)	Program Director: Laura Mogelson E-mail: lmogelson01@hamline.edu
Urban Teacher Residency United	Phone: 312-397-UTRU (8878) Headquarters: Chicago
USC Rossier School of Education	Email: rbaca@usc.edu Phone: 213-740-2361
West Metro Education Program and Cultural Collaborative	Website: https://sites.google.com/a/wmep.k12.mn.us/wmep6069/ E-mail: jill_scholtz@wmep.k12.mn.us
Woodrow Wilson Rockefeller Brothers Fund	Website: http://www.wwteachingfellowship.org/ Program Officer: Audra M. Watson Phone: 609-452-7007 x 140

Appendix I: Recent Articles about the Teacher of Color Pipeline

Education Department moves to regulate teacher preparation programs

http://www.washingtonpost.com/local/education/education-department-moves-to-regulate-teacher-preparation-programs/2014/11/25/5d1212ac-74f4-11e4-bd1b-03009bd3e984_story.html

'Grow your own' teacher of color programs provide a solution

<http://www.startribune.com/local/minneapolis/297194971.html?page=all&prepage=1&c=y#continue>.

Guest post: Addressing the mismatch: Minnesota's students could benefit from more diverse teachers

<http://www.minncan.org/news-blog/blog/guest-post-addressing-mismatch>

How does a teacher's race affect which students get to be identified as 'gifted'?

<http://www.washingtonpost.com/news/local/wp/2015/04/22/how-does-a-teachers-race-affect-which-students-get-to-be-identified-as-gifted/>

Minnesota teacher preparation needs a reality check

<http://www.minnpost.com/community-voices/2015/04/minnesota-teacher-preparation-needs-reality-check#.VUBUjaosZ7w.mailto>

New White House Grant Program Aims To Improve Education For Native American Students

http://www.huffingtonpost.com/2015/04/29/native-american-grant-program_n_7167022.html?ncid=fcblkInkushpmg00000010

The High Cost of Low Teacher Salaries

http://www.nytimes.com/2011/05/01/opinion/01eggers.html?_r=0

Resource for programs:

Diversifying the Teacher Workforce: Preparing and Retaining Highly Effective Teachers

Diversifying the Teacher Workforce critically examines efforts to diversify the teaching force and narrow the demographic gap between who teaches and who populates U.S. classrooms. While the demographic gap is often invoked to provide a needed rationale for preparing all teachers, and especially White teachers, to work with students of color, it is far less often invoked in an effort to examine why the teaching force remains predominantly White in the first place. Based on work the National Association for Multicultural Education is engaged in on this phenomenon, this edited collection brings together leading scholars to look closely at this problem. They examine why the teaching force is predominantly White from historical as well as contemporary perspectives, showcase and report available data on a variety of ways this problem is being tackled at the pre-service and teacher credentialing levels, and examine how a diverse and high-quality teaching force can be retained and thrive.

<http://www.barnesandnoble.com/w/diversifying-the-teacher-workforce-christine-e-sleeter/1118725590?ean=9780415736725>